# Second Grade ELA CCGPS Frameworks – Unit 4

## Framework Title: Grade 2 ELA Unit 4

## Grade Level: Second Grade

## Course: ELA

## Approximate Duration: 9 weeks

**Overview of the unit**  
This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

This second grade unit is based on the theme *On the Move*. However, tasks can be adapted to fit supplemental themes and resources. Suggested texts are provided in the resources but are not required. The unit is designed to structure a model unit that implements the Common Core standards using a collection of rigorous lessons focused on literary texts, informational texts, and responding to literature through writing. As a review of units one through three, students will also be participating in narrative, informational, and opinion writing through assessments and task activities.

This is not a unit that can be used as a daily lesson plan. Teachers will need to supplement lessons that are appropriate for their students and support their students in learning the intent of the standard. Literary tasks should lead students toward recognizing point of view and how characters respond to major events and challenges. Informational tasks should lead students towards recognizing the main topics in texts and using text features and word meaning to understand informational texts. Although these are the overall goals of this unit, students are expected to master additional literary and informational standards as well. Writing standards, foundational standards, speaking and listening standards, and language standards should be incorporated throughout the entire unit based on the scope and sequence of the district or school.

Reading Foundational Standards

You will notice that these skills are not specifically referenced in this unit. However, it is expected that a portion of the day be dedicated to addressing reading foundational skills in a direct, explicit, and systematic manner. Without having developed these skills fluently, students will not be able to read and comprehend 2nd grade text. Two resources are provided to support the teaching of Reading Foundational Standards – Comprehensive Reading Solutions and Center on Instruction. Comprehensive Reading Solutions - <http://www.comprehensivereadingsolutions.com/> - has several professional learning modules for teaching the reading standards and the Center on Instruction -<http://centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards> - has a suggested scope and sequence of reading skills.

Standards

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL7:Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.

# Learning targets

* I know that “who” questions are asking me about characters.
* I know that “when” questions are asking me about a time.
* I know that “where” questions are asking me about locations.
* I can identify a major event or challenge in a story and describe how a character responds these major events and challenges.
* I can identify if the story has a first person or third person narrator.
* I can identify where and when the point of view changes between characters in the story.
* I can identify and describe characters, setting, and plot based on evidence from the text and its illustrations.
* I can identify the plot as the sequence of events, including the problem and solution.
* I can identify the problem and where the problem is introduced in the story.
* I can identify the solution and where the solutions happen in the story.
* I can use text features to locate specific facts and information in a text.
* I know glossaries are alphabetical lists of words and their meanings, found at the back of a text.
* I know indexes are alphabetical lists of important topics and their page numbers located in the back of the book.
* I can determine the meaning of words and phrases in a text.
* I can identify the main topics of an informational text.
* I can identify the topic of each paragraph within the text.
* I can compare and contrast how two informational texts on the same topic present the most important points.

## Summative (Performance-based) Assessment

Literary

Students will write a sequel to the extended text. The sequel will include a clear point of view (1st or 3rd person), major events and challenges, how the characters respond to the major events and challenges (express characters’ feelings depending on the point of view), and meet the expectations of the writing conventions.

* Review the ending of the story. The rats escape and move to Thorn Valley. Mrs. Frisby’s home is moved so they are safe from the plow until they move to their summer home. Mrs. Frisby tells the children about the rats escape of NIMH, her capture, and escape from the birdcage. Martin says he is going to Thorn Valley, somehow, someday. Based on the events at the end of the story, have students write a sequel to the story. Students should write from either 1st person or 3rd person point of view. The title of the story will signify which point of view the student selected. Some examples of sequels could include: Martin travels to Thorn Valley or Making a New Home in Thorn Valley. The story must be an obvious sequel where the events pick up from where the previous story left off and include a clear point of view (1st or 3rd person), major events and challenges, how the characters respond to the major events and challenges (express characters’ feelings depending on the point of view), and meet the expectations of the writing conventions. Use the included rubric (Resource A) as a guide toward what is expected as the end product.

Informational

The students will read informational texts and use prewriting strategies to write an information text to show understanding of text features, main topics, and word meaning. Writing will also meet appropriate expectations of writing conventions.

* Display and review all informational text read in the unit: Energy, Sound and Light, Sound, Heat, & Light: Energy at Work, and Why Do Moving Objects Slow Down? A Look at Friction. Have students summarize the main topics of each text by writing an information text including text features such as a table of contents (headings) to show main topics in the text, a glossary to show the meaning of important words, and an index to show the location of important words and topics in the text. Writing will also meet appropriate expectations of writing conventions. Use the included rubric (Resource B) as a guide toward what is expected as the end product.

Suggested/Optional Resources

Extended Texts:

* Mrs. Frisby and the Rats of Nimh by Robert C. O’Brien
* Magic School Bus Plays Ball: A Book About Forces

Short Texts:

* Sound and Light by Karen Bryant-Mole
* Energy by Kay Manolis
* Sound, Heat, & Light: Energy at Work by Melvin Berger
* Wilfred Gordon McDonald Partridge by Mem Fox
* Why Do Moving Objects Slow Down? A Look at Friction by Jennifer Boothrayd

## Skill Building Instructional Lessons

**Literary Lessons**

**Task 1**

**Focus Standards:**

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL7:Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Learning Targets:**

* I know that “who” questions are asking me about characters.
* I know that point of view comes from who is telling the story.
* I know a story can be told from a character or narrator’s point of view.
* I can identify if the story has a first person or third person narrator.
* I can identify where and when the point of view changes between characters in the story.
* I can identify and describe characters, setting, and plot based on evidence from the text and its illustrations.

Instruction:

* Introduce the elements of fantasy and list them on an anchor chart as they are discussed. Some elements may include: animals with human characteristics and/or characters with special powers; a setting that is an imaginary place; a plot with twists or events; good and evil characters; and magic, science, or technology that is not possible. While reading the extended text, have students look for these elements in the text.
* Read aloud chapters 1-3 of Mrs. Frisby and the Rats of NIMH. Discuss important events from these chapters such as Timothy’s sickness, visiting Mr. Ages, and meeting Jeremy. Ask questions while reading to check for comprehension.
* Introduce point of view. Create an anchor chart to explain the difference between 1st person and 3rd person point of view and show the difference between the two. Show examples of 1st person and 3rd person in other short literary texts. Have students determine whether Mrs. Frisby and the Rats for NIMH is told in 1st person or 3rd person point of view. Explain that the speaker or storyteller is not a character in this story. This allows us to know more about how ALL the characters in the story feel at times. Note: The entire story is told in 3rd person. However, chapters 1-13 focus on Mrs. Frisby’s perspective. Chapters 14-22 focus on Nicodemus’s perspective. Chapters 23-28 bring the focus back to Mrs. Frisby.
* Explain to students that stories have a main character, which is the one most important character. Next, explain that stories usually have one or more additional characters besides the main one, which are called minor characters. As characters are introduced in the story, add them to the “Character Machine” graphic organizer (Resource C). In each gear, students will write a description of the character. Have students identify Mrs. Frisby as the main character and add her to the center gear. The minor characters will surround the main character. On the line connecting the main character and each minor character, students will write how they are connected in the story. Help students visualize how these characters connect and work together like the gears of a machine. Minor characters that can be added after reading chapters 1-3 include the children, Mr. Ages, and Jeremy.
* To the Fitzgibbon family, Dragon is both a pet but also has important job on the farm. To Mrs. Frisby and the other animals, Dragon is a predator. How Dragon is viewed depends on the point of view of the characters. Have students complete a t-chart with one side showing the Fitzgibbon’s perspective of Dragon and the other side showing the animals’ perspective of Dragon. Students should include Dragon’s personality (appearance, behavior, and usefulness) and an illustration on each side of the t-chart to show how both the Fitzgibbons and the animals picture Dragon based on evidence from the text.

**Task 2**

**Focus Standards:**

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**Supporting Standards:**

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or large groups.

**Learning Targets:**

* I know that “who” questions are asking me about characters.
* I know that “when” questions are asking me about a time.
* I know that “where” questions are asking me about locations.
* I can identify and describe characters, setting, and plot based on evidence from the text and its illustrations.
* I know words and phrases help supply meaning in a story.

**Instruction:**

* Read aloud chapters 4-6 of Mrs. Frisby and the Rats of NIMH. Discuss important events such as Mrs. Frisby’s problem and Jeremy’s advice. Ask questions while reading to check for comprehension.
* Review the main and minor characters. As characters are introduced in the story, continue to add these characters to the “Character Machine”. Review why Mrs. Frisby is the main character in the story and add any additional descriptions found in chapters 4-6 to the center gear for Mrs. Frisby. Remind students that the minor characters surround the main character. Write a short phrase explaining how the characters are connected on the lines. More details can be added to the gear for Jeremy from chapter 6.
* Discuss how the author uses words to describe the setting so readers can visualize the setting in their heads as they are reading. Have students think about the pictures they have in their minds of Mrs. Frisby’s home. (Chapters 1-6 describe Mrs. Frisby’s home in the vegetable garden.) Have students draw a diagram of Mrs. Frisby’s home based on the author’s words and description. A description from the book is included below. Below the diagram or on the back, have student explain why they believe Mrs. Frisby chose the location of the vegetable garden to build a home for her family.

*“Mrs. Frisby and her children live in an underground house in the vegetable garden of Mr. Fitzgibbon’s farm. “It was a winter house. The earth there is soft, and it provides plenty of leftover beans, potatoes, black-eyed peas, and asparagus for the mouse family.” The family’s house itself is “a slightly damaged cinder block, the hollow kind with two oval holes through it.” It is “almost completely buried, with only a bit of one corner showing above the ground. Solid parts of the black formed a roof and floor, both waterproof, and the hollows made two spacious rooms. It was lined with the bits of leaves, grass, cloth, cotton fluff, feathers, and other soft things Mrs. Frisby and her children collected. There is a tunnel to the surface of the earth and a short tunnel through the earth connecting the two rooms.”*

Review with students the rules of speaking and listening expectations. Have students share their projects and explanations.

**Task 3**

**Focus Standards:**

ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Supporting Standards:**

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

**Learning Targets:**

* I can identify regular beats, alliteration, rhymes, and repeated lines in a poem.
* I can explain how rhythmic words and phrases add meaning to a story, poem, or song.
* I can identify a major event or challenge in a story and describe how a character responds these major events and challenges.
* I know that “what” questions are asking me about ideas or things.
* I know that “why” questions are asking me about a cause of something.
* I know that “how” questions are asking me about events in the plot.
* I can identify the plot as the sequence of events, including the problem and solution.
* I know the beginning or introduction usually tells me about important characters and the problem the characters have.
* I can identify the problem and where the problem is introduced in the story.
* I can identify the solution and where the solutions happen in the story.

**Instruction:**

* Read aloud the poem I Do Not Like the Rat (Resource D). Discuss how words and phrases supply rhythm and meaning in the poem. Discuss how people feel about rats. Ask students if they think that rats are smart or useful.
* Read aloud chapters 7-9 of Mrs. Frisby and the Rats of NIMH. Discuss important events from these chapters such as Timothy not being able to move because he is sick, the owl’s advice for Mrs. Frisby, and Mrs. Frisby going into the rosebush. Ask questions while reading to check for comprehension.
* Mrs. Frisby is faced with several problems in the story. These major events and challenges require Mrs. Frisby to make a decision. For example: Mrs. Frisby asks Jeremy if he can help her with her problem. Jeremy to go see the owl. Mrs. Frisby thinks about the positives and negatives and decides that she doesn’t have a choice. Use “Take a Risk Chart (the owl)” (Resource E) to tell the possible positive and negative results of this event in the story. The chart also shows the problem and solution and how the character responds to major events and challenges.
* Have students complete a reading response journal (formative assessment opportunity). Students will describe how characters respond to major events and challenges and make judgments and inferences about characters and support them with evidence from the text. Students should choose an important event up to this point in the book to complete the journal. They will write the characters name, the event, and how the character responded to this event. Students should use evidence from the text.

**Task 4**

**Focus Standards:**

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Learning Targets:**

* I know that “who” questions are asking me about characters.
* I know that point of view comes from who is telling the story.
* I know a story can be told from a character’s or narrator’s point of view.
* I can identify if the story has a first person or third person narrator.
* I can identify where and when the point of view changes between characters in the story.
* I can identify the beginning, middle, and end of a story.
* I can identify and describe the characters, setting, and plot based on evidence from a text and its illustrations.

**Instruction:**

* Read aloud chapters 10-13 of Mrs. Frisby and the Rats of NIMH. Discuss how the rats’ home is alike and different from Mrs. Frisby’s home. Discuss important events such as Mrs. Frisby’s experience inside the rosebush and the plan for moving Mrs. Frisby. Ask questions while reading to check for comprehension.
* Review the main and minor characters. As characters are introduced in the story, add these characters to the “Character Machine”. In each gear, students will write a description of the character. Review why Mrs. Frisby is the main character in the story and add any additional descriptions found in chapters 10-13 to the center gear for Mrs. Frisby. More details can be added to the gears for the rats from chapters 10-13. Brutus is introduced in chapter 10, Justin in chapter 10-13, and Nicodemus in chapters 11-13. Mr. Ages is also included in these chapters.
* Refer back to the point of view anchor chart created in an earlier task to review 1st and 3rd person point of view. Use the Point of View Map (Resource F) to show how the story is told in the 3rd person point of view but the character’s perspective changes in the book. Have students write the title of the book in the top box. In the next box down, have students determine from which point of view the story is told. The bottom boxes represent the character’s perspective and clue words (evidence from the text) for the beginning, middle, and end. Under the beginning branch, write which character’s perspective (character’s thoughts and feelings) is provided by the storyteller. Students will write Mrs. Frisby in the beginning box. Under that box, students will write clue words that helped them find the point of view such as she and her. The middle and end will be completed later in the unit.
* Discuss how the author uses words to describe the setting so readers can visualize the setting in their heads while reading. Chapters 10-13 describe the rats’ home under the rosebush. Have students draw a diagram of the rat’s underground complex with the rosebush sitting on top just as they picture it based on the author’s words and description. Chapter 11, In the Library, includes much of the description of the home below the rosebush. Students should include hallways, levels, storeroom, stairway, elevator, corridors, assembly hall, library, Nicodemus’s office, living quarters, etc. On the back of the diagram, have student explain why they believe the rats chose the location of the rosebush to build their home.

**Task 5**

**Focus Standards:**

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

ELACC2RL7:Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use reflexive pronouns (e.g., myself, ourselves).

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

**Learning Targets:**

* I know that “who” questions are asking me about characters.
* I can identify how characters respond to major events and challenges in a story.
* I know that “what” questions are asking me about ideas or things.
* I know that “why” questions are asking me about a cause of something.
* I know that “how” questions are asking me about events in the plot.
* I can identify and describe the characters, setting, and plot based on evidence from the text and its illustrations.
* I can identify the plot as the sequence of events, including the problem and solution.
* I can determine how the plot develops through the sequence of events.

**Instruction:**

* Read aloud chapters 14-19 of Mrs. Frisby and the Rats of NIMH. Discuss important events from these chapters such as the rats’ experience at NIMH and after they escaped NIMH. Ask questions while reading to check for comprehension.
* Review the main and minor characters. As characters are introduced in the story, add these characters to the “Character Machine”. More details can be added to the gears about the rats.
* When conducting experiments, scientists often keep a journal or lab report to take notes so they remember the sequence of events and details of the experiment. When Justin first escaped from his cage, Julie did not seem worried at all. She stayed calm, alerted the other scientists, and followed Justin with her notebook so she could take notes about the important event. Explain that just like scientists sequence the events in an experiment, readers also sequence events in a story. Have students complete a lap report journal to tell about the events that took place at NIMH. Students should write their journal from Julie’s perspective as if they were her and actually in the lab during the events of NIMH. Make sure students use the correct key words and pronouns to show Julie’s perspective. Encourage the use of reflexive pronouns. The beginning of the journal should include events that took place before the experiment such as capturing the rats at the farmer’s market. The middle of the journal should include events that took place during the experiment such as the maze and Justin’s escape. The end should include events that took place after the experiment such as the rats’ escape. Each journal should express Julie’s thoughts and feelings about the events and why she feels this way.
* After the rats escaped from NIMH, they knew they were different and would never be able to go back to their old life. Discuss the cause and effect of the rats being captured by the scientists. Have students complete The NIMH Experience Cause and Effect graphic organizer (Resource G). In the “cause” box, write about how the rats were captured by the scientists. The scientists gave the rats injections to see if they could learn. The “effect” is split into two sides. Students will write the positive effects of the experience at NIMH on one side and the negative effects on the other side. Have students think about these results and decide whether the rats are better off as a result of NIMH or worse than those who were not caught by the scientist. They will write their opinions in the conclusions box at the bottom.
* Review the elements of fantasy anchor chart created in task 1. Have students complete a reading response journal (formative assessment opportunity) explaining which elements of fantasy they have observed through information gained from the illustrations and words and how these elements are apparent through the characters, setting, or plot. Students should include evidence from the text to support their responses.

**Task 6**

**Focus Standards:**

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**   
ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Learning Targets:**

* I know that point of view comes from who is telling the story.
* I know a story can be told from a character’s or narrator’s point of view.
* I can identify if the story has a first person or third person narrator.
* I can identify where and when the point of view changes between characters in the story.
* I know characters will react to major events and challenges in different ways based on their personality traits and their experiences in a story.
* I can identify the beginning, middle, and end of a story.
* I can identify the problem and where the problem is introduced in the story.
* I can identify the solution and where the solutions happen in the story.
* I can identify a major event or challenge in a story and describe how a character responds these major events and challenges.

**Instruction:**

* Read aloud chapters 20-25 of Mrs. Frisby and the Rats of NIMH. Discuss important events from these chapters such as the Boniface Estate, Thorn Valley, Jenner, Mrs. Frisby getting trapped into the house, and the rats moving the cinder block. Ask questions while reading to check for comprehension. Stop after chapter 22 and refer back to the point of view anchor chart created earlier in the unit. Review information added to the Point of View Map from task 4. Under the middle column, write which character’s perspective (character’s thoughts and feelings) is provided by the storyteller in chapters 14-22. Students will write Nicodemus in this box. Then, students will write clue words that helped them find the point of view such as he and him.
* Among the rats, the opinion is split concerning moving to Thorn Valley. Nicodemus views the current way of living on Fitzgibbon’s farm as stealing and a life with no purpose. This is why the rats develop “The Plan” to move to Thorn Valley. However, Jenner feels that the rats’ home had been built because they were smarter than the people they were stealing from. Jenner and his followers decide to leave the rosebush and create a new home so they could continue this life style. Ask: In your opinion, who was right? Was the move to Thorn Valley the best decision? Did Jenner and his followers do the right thing by leaving the main group of rats? Did they put the whole rat colony in danger as well as themselves? Have students explain their thinking. Have students complete a double-sided journal. Students will write Nicodemus’s point of view on the left side and Jenner’s point of view on the right. At the bottom have students write who’s point of view he or she agrees with and why.
* Mrs. Frisby is faced with several problems in the story. These major events and challenges require Mrs. Frisby to make a decision. For example: Mrs. Frisby heard the rats needed someone to put sleeping powder in Dragon’s bowl, she volunteered without even considering the consequences. If she had thought about all the positive and negative outcomes, what do you think she would have decided? Use “Take a Risk Chart (Powder for Dragon)” (Resource H) to tell the possible positive and negative results of this event in the story. The chart also shows the problem and solution and how the character responds to major events and challenges.

**Task 7**

**Focus Standards:**

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

**Supporting Standards:**

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

**Learning Targets:**

* I know that point of view comes from who is telling the story.
* I know a story can be told from a character’s or narrator’s point of view.
* I can identify if the story has a first person or third person narrator.
* I can identify where and when the point of view changes between characters in the story.
* I can identify the beginning, middle, and end of a story.
* I can identify the problem and where the problem is introduced in the story.
* I can identify the solution and where the solutions happen in the story.
* I can ask and answer who, what, when where, why, and how questions.
* I can identify a major event or challenge in a story and describe how a character responds these major events and challenges.

**Instruction:**

* Read aloud chapters 26-28 of Mrs. Frisby and the Rats of NIMH. Discuss important events from these chapters such as the exterminators, the escape to Thorn Valley, and Frisby’s new home. Ask questions while reading to check for comprehension.
* Review information added to the Point of View Map from task 4. Under the end column, write which character’s perspective (character’s thoughts and feelings) is provided by the storyteller in chapters 23-28. Students will write Mrs. Frisby in this box. Under that box, students will write clue words that helped them find the point of view such as she and her. Discuss how using 3rd person allowed the author to show the thoughts and feelings of different characters throughout the story.
* Avoiding danger was the reason both Mrs. Frisby and the rats faced Moving Day. However, their methods for dealing with the challenge of moving were different. Common circumstances for Mrs. Frisby and the rats were a limited amount of time and both needed help to move safely. Have students complete a Venn diagram to compare and contrast moving day for the rats and Mrs. Frisby’s family. When comparing and contrasting this major event and challenge of Mrs. Frisby and the rats, questions such as who, what, when, where, why, and how should be answered within the Venn diagram.
* Characters in this story respond to major events and challenges by helping each other. The story of Mrs. Frisby and the Rats of NIMH focuses on animals working together in order to survive. Although these species would usually be natural enemies, the animals in this story actually build relationships and depend on one another. Have students complete a reading response journal (formative assessment opportunity) explaining how each animal assists Mrs. Frisby with solving her problem. Then, have students write three ways in which Mrs. Frisby repays their favors.

**Task 8**

**Focus Standards:**

ELACC2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also*)* to connect opinion and reasons, and provide a concluding statement or section.

ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

1. May include prewriting

ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Supporting Standards:**

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Creates documents with legible handwriting.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

**Learning Targets:**

* I can write an opinion piece that includes an introduction, reasons with supporting details, and conclusion.
* I can edit my writing piece by correcting conventions and grammar.
* I can revise a writing piece so the topic is clear, well-developed, and easy to understand.
* I can compose and publish a writing product using a variety of digital tools with or without the help from my peers.
* I can read and comprehend literary texts.

**Instruction:**

* Read aloud a story in which students can make connections. Complete a shared writing to model organization and structure of the response to literature. Display a hamburger paragraph graphic organizer (Resource I). Model the format for the response for literature and the writing process beginning with prewriting (graphic organizer and collecting details from the story) and drafting.

1. Top bun- Introduces the topic (What is the title and who is the author?)
2. Lettuce- Reason #1 (What is the story about?)
3. Cheese- Reason #2 (Did you like the story? What are your opinions? Support opinions with examples from the text)
4. Meat- Reason #3 (What does the story remind you of? personal connection)
5. Bottom bun- Conclusion (Would you recommend to a friend? Why or why not?)

* Ask students to image a friend asked about the book, Mrs. Frisby and the Rats of NIMH. Tell them they will write a response to literature with this in mind. Have students write a response to literature for Mrs. Frisby and the Rats of NIHM using the hamburger paragraph modeled earlier in the task.
* Students should have the opportunity to edit and revise writing) with the teacher or a peer. Once writing is ready for publishing, allow students to publish their writing.

**Literary summative assessment can be complete at this point.**

**Task 9**

**Focus Standards:**

ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

**Supporting Standards:**

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I know glossaries are alphabetical lists of words and their meanings, found at the back of a text.
* I can identify the main topics of an informational text.
* I can use the glossary to find the meaning of a word.
* I can use different kinds of word attack skills to explain the meaning of words or phrases.

**Instruction:**

* Play Hangman with ENERGY used as the missing word. HINTS: You use it when you read, write, or think. It lets you move, work, and grow. Objects around you use it, too.
* Preview cover, table of contents, glossary and index of non-fiction text Energy*.* As the book is read orally, students will summarize each section by working collaboratively to compose one sentence to summarize important information from each section. Model correct capitalization and punctuation as sentences are recorded on chart paper to create a summary chart.
* As words in bold are read, refer to glossary definition. (Words to be discussed: batteries, chemical energy, coal, electricity, fossil fuels, kinetic energy, oil, power plant, renewable, solar energy, solar panels). As vocabulary is introduced, use a variety of decoding skills to assist in word identification, including strategies of using knowledge of multi-syllable words, common vowel teams, as well as common prefixes and suffixes.
* After reading and discussing the book, give each group a set of vocabulary cards (Resource J) to be used in a classifying activity. Students will determine the category titles based on how they decide to group the words according to common features. There are two sets of vocabulary cards on 1 page. Allow time for each group to defend their choices.
* Have students complete a reading response journal (formative assessment opportunity) including the most interesting piece of information from the book Energy. Be sure to share the fact, as well as reasons you found it to be the most interesting piece of information. Then, explain where and how the rats got their energy in Mrs. Frisby and the Rats of NIMH.

**Task 10**

**Focus Standards:**

ELACC2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**Supporting Standards:**

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I know indexes are alphabetical lists of important topics and their page numbers located in the back of the book.
* I can identify the main topics of an informational text.
* I can identify the topic of each paragraph within the text.
* I can determine the meaning of words and phrases in a text.

**Instruction:**

* Introduce Sound and Lightby looking closely at the table of contents, glossary, and index. Discuss the purpose of each of these parts. Compare the text features of this book to Mrs. Frisby and the Rats of NIMH. Remind students that informational books and fiction book contain different features.
* Model for students how to use different parts of a book by showing them how to find sections of Sound and Lightthat are all about light. Use both the table of contents and index for location of topics to be discussed. (Pages 16-19 refer to light).
* Before reading for information, help students develop awareness of purpose by having each student create their own Frayer model (Resource K) with “Light” as the topic in the center. Vocabulary Preview: luminous (have students use both digital and print dictionary for definitions). As you read Sound and Light, stop to complete sections of the Frayer Model below.
* Read page 16-17. Orally share examples of items that are luminous. In the upper left part of the Frayer Model, have students compose their own explanation/definition for “luminous.”
* Read page 18-19. Instruct students to summarize important information about sunlight in upper right section of Frayer model.
* In the bottom left section of the Frayer Model, use sentences to explain uses of light.
* In bottom right section of the Frayer model, illustrate examples of light energy.

Orally share Frayer models with a partner.

* Have students complete a reading response journal (formative assessment opportunity) to explain the importance of light including 3 facts. Explain how the rats were able to have light in their home under the rosebush.

**Task 11**

**Focus Standards:**

ELACC2RI5: Know and use various text features to locate key facts or information in a text efficiently.

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

**Supporting Standards:**

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I can identify the main topics of an informational text.
* I can identify the topic of each paragraph within the text.
* I can determine the meaning of words and phrases in a text.

**Instruction:**

* Play Hangman with LIGHT used as the missing word. HINTS: Your sense of sight allows you to experience this form of energy. If there is too much of it, we cannot see objects. If there is too much of it you might close your eyes. This form of energy is needed in order for plants and animals to live.
* Preview Sound, Heat & Light: Energy At Workmaking notice that the table of contents, glossary, and index are missing. Review purpose of each of these parts. Refer back to the book Energy, used in the previous lesson, for reference to the table of contents, glossary, and index.
* Read aloud Sound, Heat & Light: Energy At Work. Set a purpose for reading by giving students the task of listening for important words that would belong in the table of contents, glossary, and/or index. (Pages 3-15 are about *sound*, pages 16-25 are about *heat*, and pages 26-40 are about *light*.)
* Divide students into 3 groups. One group will create a table of contents for the book. One group will create a glossary for the book. One group will create an index for the book. Use chart paper to record each group’s collaborative effort in creating the table of contents, glossary and index section for this book. (SUGGESTION: Read book whole group. When meeting in small groups (about 1/3 of class each) give each group the task of creating one of the three parts with the teacher, leaving the task of creating the index to the group that needs to be challenged.)
* Present groups’ table of contents, glossary, and index. Add any new information to Frayer model from previous lesson.

**Task 12**

**Focus Standards:**

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed- upon rules for discussions.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I can identify the main topics of an informational text.
* I can identify the topic of each paragraph within the text.
* I can determine the meaning of words and phrases in a text.
* I can identify and describe characters, setting, and plot based on evidence from the text and its illustrations.

**Instruction:**

* Preview Magic School Bus Plays Ball: A book About Forces.Carefully evaluate the cover, spine, title page, illustrations, letters to the editor, and the note from Ms. Frizzle.
* Work collaboratively in small groups to complete predictions of the main topic of the text and the author’s main purpose. Allow time to share.
* Have students create their own Frayer model (Resource L) with “Force” as the topic in the center. Vocabulary Preview: Force (have students use both digital and print dictionary for definitions). Students will have to decide which definition of force applies to the title. (A *force* is a push or pull upon an object resulting from the object's interaction with another object.) Have students complete sections of the Frayer Model below.
* In the upper left part of the Frayer Model, have students write the definition of force.
* In upper right section of Frayer model, illustrate the definition of force.
* In the bottom left section of the Frayer Model, write/draw about how force is used in playing ball.
* In bottom right section of the Frayer model, write/draw about how force is used at home.
* Force can have a meaning other than “a push or pull upon an object.” Sometimes other people try to force, or “make” you do something. Have students complete a double entry journal by folding the paper in half. On the left side, describe the meaning of force as a push or pull. Describe an example of this kind of force from Mrs. Frisby and the Rats of NIMH. On the right side, describe the meaning of force as feeling of being made to do something. Describe an example of this kind of force from Mrs. Frisby and the Rats of NIMH. For example: How did the rats use force to move Mrs. Frisby’s home? Why was Mrs. Frisby forced to move her home? Use an illustration at the bottom of each side to show the examples from Mrs. Frisby and the Rats of NIMH.

**Task 13**

**Focus Standards:**

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELACC2RI5: Know and use various text features to locate key facts or information in a text efficiently.

ELACC2RI7: Explain how specific images contribute to and clarify a text.

**Supporting Standards:**

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I can identify the main topics of an informational text.
* I can identify the topic of each paragraph within the text.
* I can determine the meaning of a word or phrase from sentence-level context clues.
* I can locate glossaries or dictionaries in both print an digital format.
* I can determine the meaning of words and phrases in a text.

**Instruction:**

* Whole Group: Play Charades with the following clues (multiple meaning words):
* bat- object used to hit a baseball or softball; bat- a nocturnal flying mammal;
* strike- to swat at or hit; strike- a pitch that is “right down the middle;”
* plate- something that holds food; plate- home plate (where batter stands);
* fly- a pesky insect; fly- to move through the air;
* bag- a sack; bag- a base used in softball or baseball.

After playing the game for a few minutes, ask students to speculate as to what types of words were included in the game (multiple meaning words).

* Read aloud Magic School Bus Plays Ball: A Book About Forces. Remind students to be aware of words that have more than one meaning. While reading each page, allow time to gain meaning from illustrations and dialogue shown with illustrations. Continue reading to bottom of fourth page where the text shows the following: “This makes them stop. Forces! Friction! Pushes! Pulls!” Explain to students that this sentence helps us to know the main topics of the text and key words (text feature) in the text.
* Have students fold a large piece of paper into fourths. In each of the four sections, students will write one of the four words from the story (force, friction, pushes, and pulls). Groups will create a definition and illustration for each of the 4 words on the paper. Provide computer access, dictionaries, science texts, and writing supplies. Allow time for groups to compare their definitions and illustrations with other groups. Offer additional time for editing, rewording, etc. if needed.
* Read aloud the remainder of Magic School Bus Plays Ball: A Book About Forces.
* Divide paper into four sections. In each section, write one of the four words force, friction, pushes, and pulls. Show what you know about each of these words using pictures. Cut paper into four pieces, uses fold lines as a guide. On the back of each illustration, lightly write the word that names the illustration from the other side. These can be used as vocabulary flash cards.

**Task 14**

**Focus Standards:**

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.

ELACC2RL4: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

**Supporting Standards:**

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

**Learning Targets:**

* I can identify the main topics of an informational text.
* I can determine what the author wants to answer, explain, or describe.
* I can compare and contrast how two informational texts on the same topic present the most important points.
* I can explain how rhythmic words and phrases add meaning to a story, poem, or song.

**Instruction:**

* Read lyrics and listen to the following song about Friction <http://www.songsforteaching.com/science/physics/forcejackhartmann.htm>. Discuss the connections of information from the song lyrics and text from Magic School Bus Plays Ball: A Book about Forces.
* Have students pay attention to information presented as they view the video clip: <http://www.youtube.com/watch?v=TkXAJHitPAY>. Ask students to use context clues to determine the meaning of “rubadubdub” as it is used in the video. Share ideas of words that could take the place of “rubadubdub” from the video. (Possibilities might include motion, movement, actions, etc.)
* Read aloud Why Do Moving Objects Slow Down? A Look at Friction. Discuss how this book is alike and different from Magic School Bus Plays Ball. Complete a Venn diagram on chart paper to compare and contrast the two books.
* Think aloud to model writing a summarizing statement about friction, using common main ideas/topics from each source of information above. Use the 4 column chart to display major details from the book Why Do Moving Objects Slow Down? A Look at Friction, Force song lyrics, Magic School Bus Plays Ball: A Book about Forces, and Friction video. Each of the 4 sources will occupy a column of the chart (Resource M). Have partners orally share similarities and differences between the four selections. Point out features of song and poem (repeated phrases, rhyme, and rhythm).
* Have students complete a reading response journal (formative assessment opportunity) about what a day would be like if there was no friction.

**Task 15**

**Focus Standards:**

ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELACC2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

Learning Targets:

* I can describe how scientific ideas are connected.
* I can identify and describe characters, setting, and plot based on evidence from the text and its illustrations.
* I can determine the meaning of a word or phrase from sentence level context clues.
* I know glossaries are alphabetical lists of words and their meanings, found at the back of a text.
* I can determine the definition of a word using a glossary or dictionary.

**Instruction:**

* Remind students that our informational texts have been about motion energy, and that forces push and pull are examples of motion energy. On chart paper, draw a t-chart with one side labeled push and one side labeled pull. Have students give examples of pushing and pulling and record their responses on the t-chart.
* Show students the book Wilfrid Gordon McDonald Partridge*.* Preview/predict characters, setting, and main idea by only using information from front cover. Introduce vocabulary from the text: *memory*, *lad*, and *porridge*. Have students use context clues to determine the meaning of words, and allow the use of dictionaries to prove whether their predictions were correct or incorrect. Examples of sentences for use of context clues: The lads seem to enjoy holding frogs, baiting fish hooks, and playing football more than the girls, or lassies. I have no memory of things that happened on the day I was born, but pictures help me learn about that day. The warm porridge was the Three Little Bears’ favorite breakfast on cold, winter mornings.
* Read aloud Wilfrid Gordon McDonald Partridge.
* After reading text, have students create a new t-chart on notebook paper or printer paper with one side labeled push and one side labeled pull just as the t-chart was created on chart paper earlier in the task. Have students give examples of pushing and pulling from the book Wilfrid Gordon McDonald Partridge and record their responses on the t-chart.

**Task 16**

**Focus Standards:**

ELACC2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also*)* to connect opinion and reasons, and provide a concluding statement or section.

ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

1. May include prewriting.

ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Supporting Standards:**

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Creates documents with legible handwriting.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.

Learning Targets:

* I can write an opinion piece that includes an introduction, reasons with supporting details, and conclusion.
* I can edit my writing piece by correcting conventions and grammar.
* I can revise a writing piece so the topic is clear, well-developed, and easy to understand.
* I can compose and publish a writing product using a variety of digital tools with or without the help from my peers.
* I can read and comprehend informational texts.

**Instruction:**

* Mrs. Frisby and the Rats of NIMH. Magic School Bus Plays Ball: A Book about Forces and Wilford Gordon McDonald Partridge both have examples of pushing and pulling in them. Based on what you have learned from these literary texts and the other informational texts in this unit, in your opinion, is the force of pushing or pulling useful in real life? Use examples from the informational text and stories to explain how and why you made your choice. Conclude by restating your opinion. Model the hamburger paragraph graphic organizer (Resource I) for formatting a response to literature as completed in task 8 and the writing process beginning with prewriting (graphic organizer and collecting details from the story) and drafting.

1. Top bun- Introduces the topic (Your opinion-Is the force of pushing or pulling more useful in real life?)
2. Lettuce- Reason #1 (Fact from informational text to support opinion)
3. Cheese- Reason #2 (Example from story to explain how and why you made your choice)
4. Meat- Reason #3 (Example from story to explain how and why you made your choice)
5. Bottom bun- Conclusion (Restate your opinion in closing)

* Students should have the opportunity to edit and revise writing) with the teacher or a peer. Once writing is ready for publishing, allow students to publish their writing.

**Informational summative assessment can be complete at this point.**